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ABSTRACT

This curriculum guide is designed to assist the visitor in the Herbert Hoover National Historic Site and the Herbert Hoover Presidential Library-Museum. The guide includes information on President Hoover's life and career, as well as classroom activities for students. The suggested pre- and post-visit activities are to reinforce the ideas presented at the site and in the exhibits, but may be used in conjunction with a social studies unit. The reading list contains books of interest for further study. Themes are developed by examining the first 11 years of Hoover's life for the personal, intellectual, and economic values gained from his cultural community, as well as examining Hoover's adult achievements and individual character. (EH)

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THE HERBERT HOOVER STORY

A CURRICULUM GUIDE FOR TEACHERS

ED 388 563

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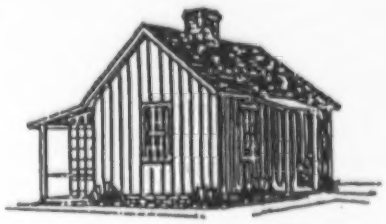
Growing up in Iowa



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SO 025 383

EDUCATION PROGRAM
Herbert Hoover Presidential Library-Museum

PARKS AS CLASSROOMS
Herbert Hoover National Historic Site
West Branch, Iowa 52358

BEST COPY AVAILABLE

Dear Educator,

This curriculum guide has been prepared to assist you in your visit to the Herbert Hoover National Historic Site and the Herbert Hoover Presidential Library-Museum. We hope it will make your tour more meaningful and help you integrate the visit with classroom instruction.

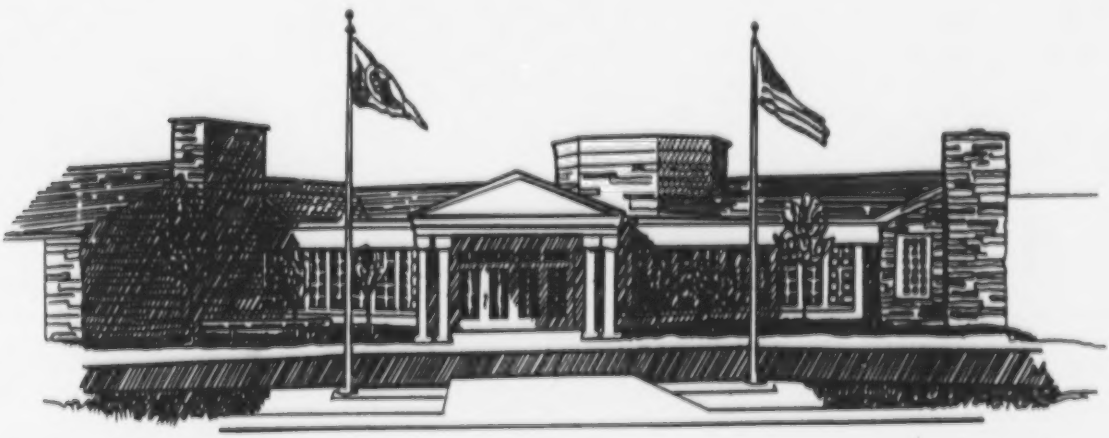
The enclosed materials were developed in conjunction with the video program to provide a pre-visit orientation to the National Historic Site and the Presidential Library-Museum, or they may be used as a supplement to a social studies unit. This guide includes information on President Hoover's life and career, and classroom activities for students. The suggested pre- and post-visit activities will reinforce the ideas presented at the site and in the exhibits.

The additional reading list contains books that will be of interest for further study.

This guide may be photocopied for educational purposes. Please copy whatever you need, and share this book with other educators.

We hope that your visit is educational and enjoyable.

If you have questions or are in need of further information, please contact the National Historic Site at 319/643-2541 or the Hoover Presidential Library-Museum at 319/643-5301.



Themes:

Attitudes, beliefs, and approaches to life's challenges are shaped by the experiences of childhood. An examination of the environment in which Herbert Hoover spent his first eleven years will guide students to a broader understanding of the personal, intellectual, and economic values fostered by the cultural community into which he was born.

They will gain a broader perspective on Herbert Hoover's adult achievements and a fuller appreciation of their own cultural heritage. In addition, studying the elements that helped form one individual's character will give students greater insight into the influences shaping their own lives.

Objectives:

Students will become acquainted with details of daily life in home, school, church, and work in the late 1800's.

Students will gain an understanding of the influences and experiences that shaped Herbert Hoover's childhood environment.

Students will strengthen skills of observation, analysis, and interpretation as they use primary documents and secondary sources.

Students will consider some of the influences they see shaping their own lives and examine their own roles as citizens.

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Creating a Time Line

Herbert Hoover was born nearly 120 years ago. Creating a time line can help students establish a better understanding of historical events.

A time line that marks inventions will help students put the details of daily life during Herbert Hoover's youth in clearer perspective.

Students can use the almanac or other sources to research dates of other inventions, developments or events of interest.

1874 Herbert Hoover was born

1876 Alexander Graham Bell patented the telephone

1884 The first American rollercoaster, "Switchback", was installed in New York

1892 The toothpaste tube was invented by Dr. Washington Sheffield

1895 Dr. John Kellogg designed breakfast flakes

1908 Henry Ford introduced his Model T automobile

1908 The paper cup was introduced by Hugh Moore

1910 The first electric toaster was manufactured

1912 A new candy called the "Life Saver" hit the market

1940 Bugs Bunny made his first appearance

____ Student's birth year

Background Information

Herbert Hoover

Although some people remember Herbert Hoover as the man who was President during the early years of the Great Depression, others may know him as a complex public servant, the "Great Humanitarian" whose career spanned a remarkable seven decades. A graduate of Stanford University, Hoover became a successful mining engineer before organizing relief programs for the starving victims of World War I.

As Secretary of Commerce under Presidents Harding and Coolidge, he helped to create safer highways and aircraft, better health care for children, and the standardization of commercial products. And, in 1927, he mustered a fleet of 600 boats and 60 airplanes to rescue 325,000 Americans who were left homeless during the catastrophic Mississippi River flood.

Following World War II, President Truman chose him to help the hungry people of Europe once again, and he spent his "retirement" years as an amazingly prolific author, speaker, and government adviser. Continuing his life-long desire to help needy children, he also served as chairman of the Boys' Clubs of America, helping to open 500 new chapters throughout the United States.

West Branch, Iowa

Hoover was born in a small farming community in Iowa, in a tiny two-room house his father built beside the Wapsinonoc Creek. It was here that he gathered wood for his mother's cook stove, fed the chickens, went to school, dammed the creek to make a swimming hole in the summer, and slid down the icy hills in the winter.

It was here in West Branch that many of his relatives lived--where they attended the Quaker Meeting and shared a concern for their neighbors. The character of the community has changed little since Hoover's day. The economy was and still is based on agriculture.

Herbert Hoover National Historic Site

The cottage in which Herbert Hoover was born, a blacksmith shop, the Quaker Meetinghouse Hoover attended as a youth, and the first schoolhouse in West Branch are preserved in the Herbert Hoover National Historic Site. The Herbert Hoover National Historic Site is a National Park Service property and is listed on the National Register of Historic Places.

Herbert Hoover Presidential Library-Museum

The Herbert Hoover Presidential Library-Museum was dedicated by President Hoover and his good friend Harry Truman on August 10, 1962. While the museum tells the story of Mr. Hoover's life and career to school groups and the general public, the library preserves the papers of the former President, his family, and those with whom he worked -- documents which are made available to researchers and scholars.

These materials include letters, reports, and manuscripts pertaining to Hoover's presidency, work as Secretary of Commerce, famine relief programs, books and speeches, and other aspects of his career. The library also houses photographs and motion pictures of Mr. Hoover and his times. These reference materials can only be viewed at the library, and are not checked out to researchers.

Herbert Hoover's Neighborhood

Jesse Hoover, with the help of his father, Eli, built a simple two-room cottage in the spring of 1871. The cozy little home still stands on its original site at the corner of Downey and Penn Streets in West Branch, Iowa.

The timbers for this house were probably cut in Minnesota or Wisconsin because most of Iowa was covered by tallgrass prairie and there were very few trees. The logs were lashed together and rafted down the Mississippi River to a saw mill at Muscatine, Iowa. The lumber was then hauled to West Branch by ox cart.

The main room of the cottage served as living room, dining room, and kitchen. In the summer, to reduce the heat in the house, the stove was moved to the back porch, which became a "summer kitchen". The bedroom was shared by the whole family, and a trundle bed was pulled out from under the parents' bed. This was where the boys slept.

There were three Hoover children. Theodore was born in 1871; Herbert was born in 1874; and Mary was born in 1876. As a young child Herbert was nicknamed "Bert"; Theodore was called "Tad"; and Mary was known as "May".

Jesse Hoover prospered as a blacksmith and sold the cottage and shop in 1879. In May, the Hoover family moved to a larger two-story house about one block south of the cottage, and as reported in the *Local Record*, the family was "as snug as a bug in a rug."

After selling the shop, Jesse Hoover purchased a building on the corner of Main and First Streets and began a farm implement business. Hoover proved to be a good businessman and soon expanded his operation to include pumps and wagons and bought a machine to make barbed wire. Jesse Hoover died of pneumonia on December 13, 1880, at the age of 34.

Hulda Hoover kept her family together by taking in sewing. She also had assistance from some of her relatives. She was often called upon to speak at Quaker Meeting, and it was after returning from such a speaking trip to the nearby town of Springdale that she became ill. Hulda died from typhoid fever complicated by pneumonia in February 1884.

After his mother's death, Herbert lived with his Uncle Allan and Aunt Millie Hoover and their five children on a farm northeast of West Branch. Their son Walter was the same age as Herbert, and they worked and played together as brothers.

Hulda's estate provided $1.75 a week to Uncle Allen for Herbert's room and board, but this was reduced in return for Herbert's assistance with the chores.

The boys tended the garden and picked fruits and berries for Aunt Millie to can and preserve. Sometimes they earned extra money for special jobs: 5 cents a hundred to cut thistles, and 2 cents apiece for cleaning the barns. They even picked potato bugs at one cent a hundred. Herbert used some of his money to buy fish hooks. He used a butcher string for a line and a willow branch for a pole.

Adapted from My Roots Are In This Soil, by Pat Wheeler. Eastern National Parks & Monuments Association, 1993.

Pre-Visit Activity

* Compare Herbert Hoover's neighborhood with your community.

* Describe the type of businesses Bert's father operated. Why were they important in the town of West Branch?

* How did Bert earn spending money? Compare the amount young Bert earned with what you might make doing odd jobs. What does this tell you about the economy of the 1880's?

Iowa 1874 - 1884

"I prefer to think of Iowa as I saw it through the eyes of a ten-year-old boy. Those were eyes filled with the wonders of Iowa's streams and woods, of the mystery of growing crops." They were days of stern but kindly discipline as well as great undertakings. There was Cook's Hill, that "great long hill where on winters' nights, to satisfy our human craving for speed, we slid down at terrific pace with our tummies tight to home-made sleds."

The Wapsinonoc Creek was dammed to form a swimming hole under the willow trees. In the woods along the Burlington track we trapped rabbits on cold mornings, and there were pigeons in this forest and prairie chickens in the hedges. With instruction on the use of bows and arrows from American Indian boys from the neighboring Indian school and a certain amount of luck occasionally a pigeon or chicken would be felled and cooked over a campfire. There were sunfish and catfish in the streams. Children used willow poles and worms for bait.

7

The Burlington railroad tracks were ballasted with glacial gravel, and you could discover gems of agate and fossil coral. With a lot of hard work these could be polished on the grindstone. "Their fine points came out wonderfully when wet, and you had to lick them with your tongue before each exhibit."

"Iowa, in those years as in these, was filled with days of school--and who does not remember with a glow some gentle woman who with infinite patience and kindness drilled into us those foundations of all we know today?" There were also chores for children when school was over, or before it began in the mornings. There were gardens to hoe, wood to saw, cows to milk, and other chores.

There was also regular attendance at Quaker Meeting. The Quakers were members of the Religious Society of Friends, but are often called Quakers. Individual Bible reading was part of the concept of education. "...before I left Iowa I had read the Bible in daily stints from cover to cover." The Quakers held strongly to education, thrift, and individual enterprise. They worked hard and helped each other and because of this they did not need public assistance or relief.

After Hoover's mother and father died, his teacher asked to adopt him, but the relatives would not hear of this because Miss Mollie Brown was unmarried. The relatives felt it was most important to have experience raising a family, so Herbert was taken to live with his Uncle Allen Hoover's family on a farm in West Branch. His sister May was taken in by Grandmother Minthorn, and Theodore went away to live with Uncle Davis Hoover.

The Allen Hoover farm was a busy place, as were all farms. Hogs and cattle were butchered for meat, they made their own soap, wove their own rugs, sewed their own clothes, and canned their own fruits and vegetables. They even gathered walnuts and hickory nuts to add to home-made cookies, cakes, and candies. "These and popcorn balls cemented with sorghum molasses were our chief Christmas confections."

Farm families consumed about 80 percent of the products of their land. The remaining goods were exchanged for the other essentials they needed to buy, and of course to pay the interest on the mortgage. Even children were aware of the mortgage. It was a constant source of anxiety and a dreadful damper on a child's hopes for things that could not be bought.

Although the work was hard, the standards of living in food and clothing and shelter were adequate for anyone's health and comfort. But sickness was greater, and without advanced medicines death came sooner. They were not always the "good old days".

Dr. Henry John Minthorn, Herbert Hoover's uncle in Newberg, Oregon, had experienced this loss with the death of his young son. Dr. Minthorn hoped that Herbert would replace this boy in their family, so Dr. Minthorn and his wife asked that Herbert come to live with them in Oregon.

In those days the railways had emigrant trains to the West. Each car was fitted with bare bunks and a kitchen stove. After some search, an emigrant family was found who would agree to look after Herbert while on the train to Oregon. Herbert was just 11 years old when his Aunt Millie packed up some food and clean clothes and sent him off on the train.

Adapted from The Memoirs of Herbert Hoover, 1874-1920. New York: Macmillan, 1951.

Pre-Visit Activity

* What activities did Herbert Hoover remember from his childhood? Compare his early memories with the things you enjoy.

* Who raised Herbert after his parents died? Do you agree with the relatives decision not to let his school teacher adopt him? Do you think your classroom teacher would want to adopt you?

* Describe life on an Iowa farm in the late 1800's. How did farm families use most of the things they produced on a farm? What types of things would a family have to buy at the store? What is a mortgage?

Food Conservation

In the spring of 1917 Herbert Hoover became the director of the new United States Food Administration. He encouraged Ame icans to grow more of their own food and to give up eating foods needed to send to American troops.

The Food Administration inspired tens of millions of Americans to observe "Meatless Mondays" and "Wheatless Wednesdays" -- to substitute fish and vegetables for beef and bread -- and to dig backyard War Gardens.

Posters were put up all over the United States to remind people to save food.

Post-Visit Activity

* Have students look over the World War I food posters. Define what was meant by the slogan: "Meatless, Wheatless, Sweetless, Heatless."

* List the kinds of foods your family would have given up on "Meatless Mondays" and on "Wheatless Wednesdays". Prepare a dinner menu using the principles of food conservation.

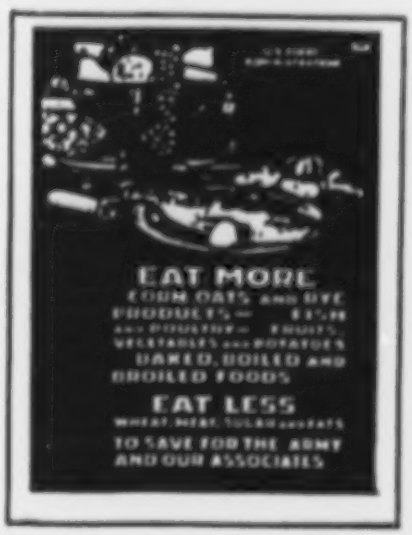
* If Hoover were Food Administrator today, what other ways might he use besides posters to get his message to the people? Explain what method you think would be most effective.

* Have students design their own posters.

Food Conservation -- Posters

During World War I saving food was an important part of the war effort.

Herbert Hoover encouraged the American people to eat less, plant Victory Gardens and to observe "Meatless Mondays" and "Wheatless Wednesdays".



Presidential Cartoons

Drawing a cartoon of the president is the cartoonist's way of telling the newspaper readers something about the job of being president. The cartoon at its best is used to simplify and get to the heart of the matter.

There have been several famous political cartoonists who got across their message through illustration and humor. One of these is "Ding" Darling. His work appeared daily on the front page of the *Des Moines Register* for nearly three decades. He received the Pulitzer Prize twice for editorial cartooning and created several of the cartoons on the following pages.

Study the cartoons. Can you read the message in each one? Match the cartoons with the message on this page by writing the letter above each cartoon next to the right message.

____ The president's problems make him feel like a tired father.

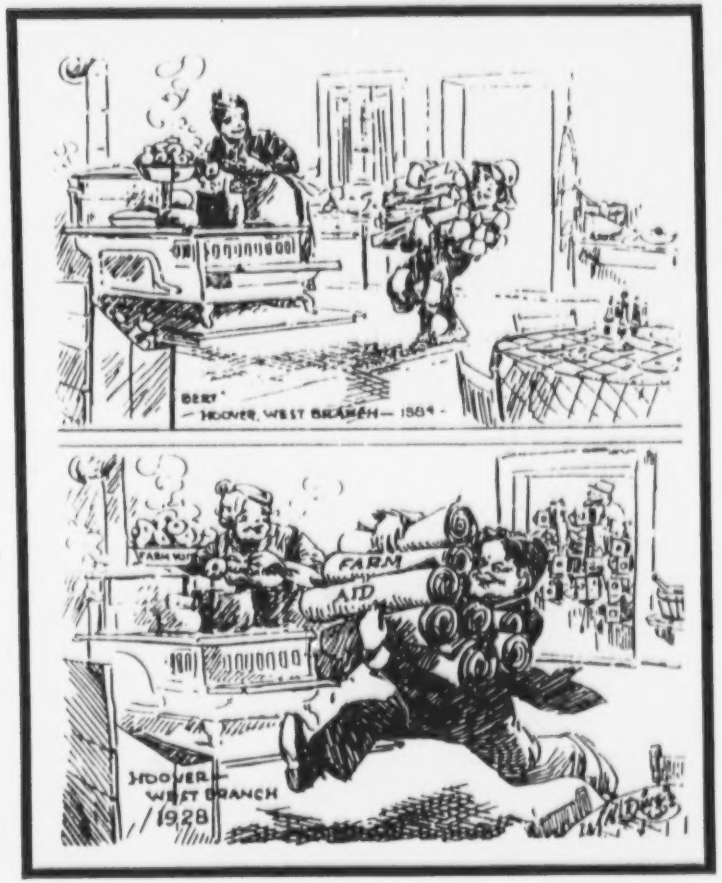
____ Americans were proud of themselves for electing such a hard working president.

____ Children who work hard helping others will continue to help others when they are grown.

____ Being president is a big job -- there are many demands to meet.

____ It is possible for anyone to grow up to be president in America.

A

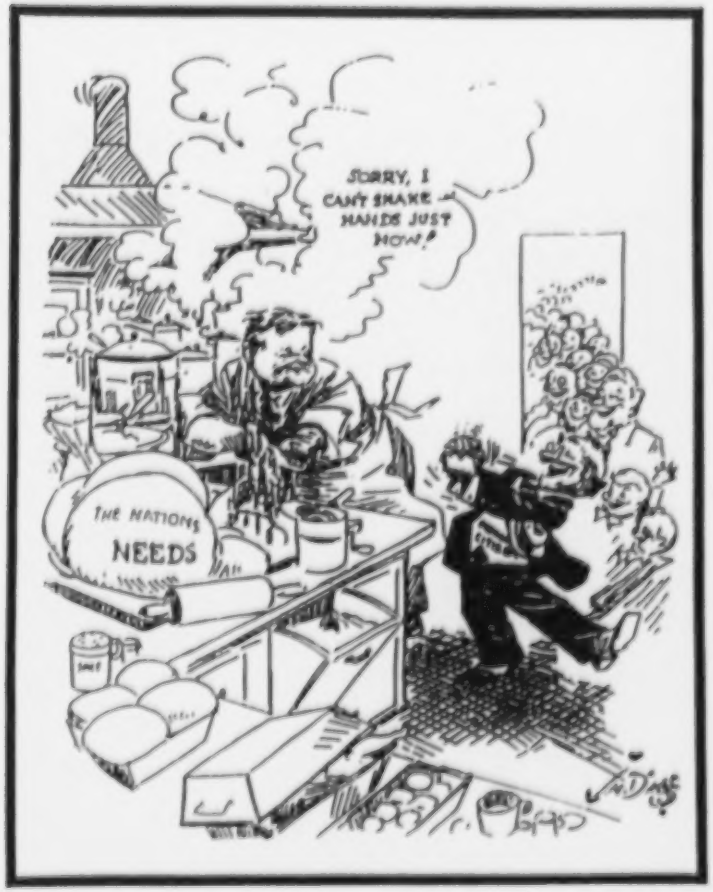


As the twig is bent-the tree is inclined.

B

While such things are possible
there is nothing very wrong with our country.

C



That's all right, Mr. President.
We can just shake hands with ourselves.

D

CONTRACT
TO LIVE UP TO THE EXTRAVAGANT CLAIMS OF ARDENT ADMIRERS
A JOB FOR EVERYMAN
FARM RELIEF
INLAND WATERWAYS
PROSPERITY
MANDATE PROHIBITION TO SUIT THE DRYS AND WETS
APPOINT A CABINET THAT WILL PLEASE EVERYBODY
MAKE CONGRESS DEMAN
CREATE A UTOPIA
SATISFY EVERYBODY—AND BE THE BEST PRESIDENT WE EVER HAD!
SIGNED
HOOVER

An awful big contract.

E

Cheer up!
The first hundred years are the hardest!

15

Clerk Records
Cedar County Iowa Clerk Records 1884

Laurie Tatum was Herbert Hoover's legal guardian. This is his record of some of the expenses for Herbert Hoover and a receipt for money paid to Allen Hoover for these expenses.

Look over the Cedar County Clerk's records and discuss the costs paid to Allen Hoover for the care of his nephew, Herbert Hoover. Discuss how you think the costs compare to the same type of things purchased today. How have the costs of these items changed over the years, and what causes these changes?

Springdale Iowa Nov 6, 1886
Received in full of Laurie Tatum guardian of Herbert C. Hoover $4.90 Dollars in full for clothing for said H. C. Hoover.

Allen Hoover

Springdale Iowa Nov 8, 1886
Received in full of Laurie Tatum, guardian of Herbert C. Hoover $33.13 Dollars traveling expenses for said H. C. Hoover from West Branch Iowa to Newberg Oregon.

Allen Hoover

Said H. C. Hoover went to Newberg Oregon to live with his uncle H. J. Minthorn,
Laurie Tatum guardian of H. C. Hoover.

Laurie Tatum Guardian Dr

1899			
4 mo 23	To one Hat for Hurbert -		55
"	" " " for every day		15
"	" Stockings		15
"	" cloth for Pants		70
"	" Scratch Book and Pencil		07
6 mo 7	To makeing Pants		30
" "	" Paper and Pencil		05
" 24	To Rubber for Garters		07
6. 14	" Cloth for Coat	1.	10
" "	" cutting and makeing		65
" "	" Liniment for ear		10
6 23	" Shirting		35
" "	" Pants		25
" "	" Thread		05
" 25	" makeing Pants and Shirts		70
" "	" Hat		12
" "	" Stockings		13
" "	" suspenders		20
" "	" Pulling Tooth		25
" "	" one Box Collars		10
9 4	" 3rd To Suit of Clothes	6	50
" "	" one Pair Shoes	2	25
9. 20	" Shirt		20
10. 15	" Pants and makeing	1.	47
11. 20	" Boots	2	50
12 30	" Over Shoes for creep	1	15
1899	" two bottles of hive syrup		70
1 mo			
~~Feb~~ 9	" two pair stockings		70
9	" Arithmatic and paper		50
		27	27

Rec. payment in full
Allen Hoover

Using Census Records

Your students can be detectives using selected pages from the Tenth Census of Iowa. Have them investigate the census papers and gather all the information they can about Herbert Hoover.

- How many people were in his family?
- Did other relatives live in West Branch?
- Where did they come from?
- Were they married?
- How many people were second-generation Iowans?
- How many were born in Iowa?
- What does this tell us about the area?
- What kinds of jobs did people have in this town?

Tenth Census, 1880
Inhabitants of West Branch, Springdale Township, Cedar County, State of Iowa

In the period June 3-7, 1880, Peter Thomas, as enumerator for the Tenth Census in Springdale Township, visited every household in West Branch. The information he compiled was forwarded to the Department of Commerce for inclusion in the Tenth Census.

He reported the population of West Branch as 502, consisting of 267 females and 225 males. There were 111 families. Each family was given a number. The Jesse Hoover household was listed as Family Number 78.

The following are samples of the statistics reported by Mr. Thomas. What can you learn from these sources?

(Civil Condition means: W = widowed, M = married, S = single)

APPENDIX A

Tenth Census, 1880, Inhabitants of West Branch, Springdale Township, Cedar County, State of Iowa.

In the period June 3-7, 1880, Peter Thomas, as enumerator for the Tenth Census in Springdale Township, visited every household in West Branch. The information which he compiled was forwarded to the Department of Commerce for inclusion in the Tenth Census. He reported:

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
1	Wood, Samuel	W	M	74		W	Painter	Pa.	Pa.	Va.
2	Armstrong, Rebecca	W	F	70		W	Domestic	Ohio	Pa.	Pa.
	Armstrong, Ruthetta	W	F	11	Step-daughter	S	At School	Ohio	Ohio	
3	Vore, Susannah	W	F	57		S	Keeping House	Pa.	Pa.	Pa.
	Vore, Marcia	W	F	56	Sister	S		Ohio	Ohio	Ohio
	Vore, Lydia	W	F	43	Sister	S		Ohio	Ohio	Ohio
4	Mackey, David	W	M	40		W	Carpenter	Md.		
	Mackey, Martha	W	F	30	Sister	S	Keeping House	Md.		

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Townsend, Walter	W	M	15	Son	S	Working on Farm	Iowa	Ohio	Ohio
	Townsend, Oliver	W	M	12	Son	S	Working on Farm	Iowa	Ohio	Ohio
24	Pinkham, James	W	M	45		M	Secretary of State Temperance Society	Me.	Me.	Me.
	Pinkham, Mary	W	F	48	Wife	M	Keeping House	Va.	Va.	Va.
	Pinkham, Sarah F.	W	F	9	Daughter	S		Iowa	Me.	Va.
25	Beeson, Richard	W	M	62		M		Ohio		
	Beeson, Rebecca	W	F	61	Wife	M	Keeping House	Ohio		
	Bundy, Rachel P.	W	F	56		W	Keeping House	Ohio	Va.	Va.
	Bundy, Rachel E.	W	F	20	Daughter	S	At Home	Ohio	Ohio	Ohio
26	Hoover, Allen	W	M	35		M	Farmer	Ohio	Ohio	Ohio
	Hoover, Amelia	W	F	33	Wife	M	Keeping House	Ind.	Ohio	Ohio
	Hoover, Alice	W	F	9	Daughter	S		Iowa	Ohio	Ohio
	Hoover, Walter	W	M	5	Son	S		Iowa	Ohio	Ohio
27	Keeler, Daniel	W	M	38		M	Farmer	N.Y.		
	Keeler, Louisa	W	F	38	Wife	M	Keeping House	Ohio	Ohio	Eng.
	Keeler, Grace	W	F	9	Step-Daughter	S		Ill.		
	Keeler, John	W	M	70	Father	W		Ohio	Ohio	Eng.

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Douglass, Sylvester	W	M	21	Son	S	Clerk in Agricultural Store	Iowa	Pa.	Ohio
	Douglass, Eddie	W	M	16	Son	S	Farm Hand	Iowa	Pa.	Ohio
	Douglass, Mary E.	W	F	13	Daughter	S	At Home	Iowa	Pa.	Ohio
	Douglass, Maude	W	F	2	Daughter	S		Iowa	Pa.	Ohio
67	Rummells, John	W	M	40		M	Butcher	Pa.	X	Pa.
	Rummells, Amanda	W	F	50	Wife	M	Keeping House	Pa.	Pa.	Pa.
	Rummells, Sarah	W	F	20	Daughter	S	At Home			
	Rummells, Susannah	W	F	16	Daughter	S	At Home			
	Rummells, John	W	M	15	Son	S	Working on Farm			
	Rummells, Lydia	W	F	13	Daughter	S				
	Rummells, Josiah	W	M	9	Son	S				
68	Swafford, Louis	W	M	27		S	Merchant	Iowa	Pa.	Ohio
	Cook, Ellis	W	M	89		M		Pa.	Pa.	Pa.
	Cook, Betsey	W	F	72	Wife	M	Keeping House	N.H.	N.H.	N.H.
69	Hoover, Eli	W	M	59		M	Laborer	Ohio	N.C.	Ky.
	Hoover, Hannah	W	F	48	Wife	M	Keeping House	Ire-Land	Ire-land	Ire-land
	Hoover, Mary J.	W	F	18	Daughter	S	At Home	Iowa	Ohio	Ire-Land

Family number in order of visitation	Name of Persons in Place of Abode on June 1. 1880.	Color	Sex	Age at Last Birthday	Relationship to head of Household	Civil Condition	Profession	Place of Birth	Place of Birth of Father	Place of Birth of Mother
	Collins, Eli	W	M	24	Son	S	Farmhand	Iowa	N.J.	N.J.
	Collins, Frances	W	F	9	Grand-daughter	S		Iowa	Ohio	Iowa
78	Hoover, Jesse	W	M	33		M	Agricultural Implement Dealer	Ohio	Ohio	Ohio
	Hoover, Hulda	W	F	32	Wife	M	House Keeper	Can-ada	Can-ada	Can-ada
	Hoover, Theodore	W	M	9	Son	S	At School	Iowa	Ohio	Can-ada
	Hoover, Herbert	W	M	5	Son	S	At School	Iowa	Ohio	Can-ada
	Hoover, Mary	W	F	3	Daughter	S		Iowa	Ohio	Can-ada
79	Smith, Peter	W	M	44		M	Carpenter	Mass.	R.I.	R.I.
	Smith, Mary	W	F	36	Wife	M	Keeping House	Ohio	Ohio	Ohio
	Smith, Clara	W	F	18	Daughter	S	At Home	Ohio	Mass.	Ohio
	Smith, Ella	W	F	15	Daughter	S	At Home	Iowa	Mass.	Ohio
	Smith, Etta	W	F	10	Daughter	S	At Home	Iowa	Mass.	Ohio
	Smith, Eddie	W	M	8	Son	S		Iowa	Mass.	Ohio
	Smith, William	W	M	5	Son	S		Iowa	Mass.	Ohio
80	Coombs, Joseph	W	M	58		M	Carpenter	Me.		
	Coombs, Lucy	W	F	40	Wife	M	Keeping House	Me.	Me.	Me.
	Coombs, George	W	M	15	Son	S	Carpenter	Me.	Me.	Me.

Additional Reading for Students:

Bruner, David. Herbert Hoover: A Public Life. New York: Alfred A. Knopf, 1978. 341 pp, suitable for junior high to adult.

Clinton, Susan. Encyclopedia of Presidents--Herbert Hoover. Chicago: Children's Press, 1988. 98 pp, suitable for elementary students.

Emery, Ann. American Friend: Herbert Hoover. New York: Rand McNally & Company, Inc., 1967. 232 pp, upper elementary.

Hilton, Suzanne. The World of Young Herbert Hoover. New York: Walker & Company, 1988. 94 pp, for younger children or reading aloud.

Hoover, Herbert. On Growing Up: Letters to American Boys and Girls. William Morrow & Company, 1962. 160 pp, Mr. Hoover's letters from and to American children.

McGee, Dorothy Horton. Herbert Hoover: Engineer, Humanitarian, Statesman. Dodd, Mead & Company, 1965. 317 pp, 5th grade to adult.

Peare, Catherine Owens. The Herbert Hoover Story. New York: Thomas Y. Crowell, 1965. 247 pp, 5th grade to adult.

Additional Reading for Teachers:

Fausold, Martin. The Presidency of Herbert Hoover. University of Kansas Press, 1984. 288 pp, scholarly assessment of the Hoover administration.

Nash, George H. The Life of Herbert Hoover (The Engineer, 1874-1914). W. W. Norton & Company, 1983. 579 pp, first volume of a definitive biography; covers early years of Hoover's life before he entered public service--suitable for high school to adult.

Nash, George H. The Life of Herbert Hoover (The Humanitarian, 1914-1917). W. W. Norton & Company, 1988. 382 pp, second volume in series; covers the remarkable famine relief efforts of Hoover--suitable for high school to adult.

Robinson, Edgar Eugene, & Bornet, Vaughn D. Herbert Hoover: President of the United States. Hoover Institution Press, 1975. 299 pp, suitable for high school to adult.

Smith, Richard Norton. An Uncommon Man: The Triumph of Herbert Hoover. New York: Simon & Schuster, 1984. 431 pp, very readable account of Hoover's life, suitable for high school to adult.

Evaluation

Teacher: _____

School: _____

School Address: _____

_____

Grade: _____ Date: _____

Program:

Please circle your response: 1 (high) 2 (average) 3 (low)

Relevance to your curriculum	1	2	3
Level of presentation	1	2	3
Methods of presentation	1	2	3
Interest level	1	2	3

Comments/Suggestions: _____

_____

_____

Curriculum Guide: Please circle your response.

Usefulness	1	2	3
Quality	1	2	3
Interest level	1	2	3
Age appropriateness	1	2	3

Comments/Suggestions: _____

_____

_____

Additional Comments: _____

_____

_____

_____

Please copy this form, complete and return at the time of your program or mail to:

Herbert Hoover National Historic Site
P.O. Box 607
West Branch, IA 52358